

NEFEâ HSFPP

Graduate Credit or Instructor Professional Development Requirements for University of Colorado @ Colorado Springs College of Education

I. 1 Semester Credit

Requirements

Criteria	Yes	No
1. Attend 1.5 day (9 hour minimum) of training at a District (or BDE) instructor conference.		
2. Participate in all seminar activities.		
3. Create a group 4-phase, NEFE based lesson plan.		
4. Take part in a peer teaching experience at the conference.		
5. Prepare a conference portfolio to include all notes, learning log, personal reflection log, and seminar products and projects.		
6. Share conference portfolio with a peer and/or with on-site instructor.		
7. Complete a seminar evaluation form.		
8. Include one product (3, 5, <u>or</u> 7) of your choice.		

II. 2 Semester Credits

Requirements

Criteria*	Yes	No
1. Complete all requirements for 1 semester credit.		
2. Write a paper outlining implementation plans for the NEFE HSFPP curriculum.		
3. Teach at least one unit from the NEFE HSFPP.		
4. Submit 1 example of student work from each NEFE unit.(6 items)		
5. Complete a personal reflection paper.		
6. Submit products 2, 4 & 5.		

*Explanation of criteria

Item 2. The paper should include your rationale for incorporating the NEFE curriculum, expectations for student learning, the calendar of when the units will be taught, when service learning education projects will be completed; finally, how you plan to assess students performance and the effectiveness of the program.

Item 5. The personal reflection paper should include an analysis of the program, a description of how effective the curriculum is, the student response and performance, and anticipated changes for improvement.

III. 3 Semester Credits

Requirements (All service learning education requirements are consistent with local district's Service Learning Education Credit guidelines.)

Criteria*	Yes	No
1. Complete all requirements for 1 and 2 semester credits.		
2. Have students write a SLEP expectations paper.		
3. Students used a learning log and personal-reflection log throughout the project.		
4. Instructor spent a minimum of 10 (45-50 minutes) equivalent instructional sessions to accomplish NEFE objectives and SLEP.		
5. Instructor conducted discussion(s) that included required thinking points.		
6. Students select, plan and execute service learning education project(s).		
7. Students engaged in an after-action reflection of the service-learning education project(s).		
8. Students completed the Service Learning Education Project Paper.		
9. Students celebrated their project and shared their experience with others.		
10. Instructor evaluated the students' performance and identified areas/skills that need improvement and/or development.		

*Explanation of criteria

Item 2. Students prepare a short pre-SLEP expectations paper reflecting on their awareness of community or school needs, about their personal feelings in participating in a community service education project, and their perceptions/attitude on working with other students to complete their service learning education project.

Item 3. Learning Logs are kept as documentation of the entire service learning education process. They include procedures, observations, learnings, Personal-Reflection logs. These provide students an opportunity to react to the procedures they are following, respond to what they observe, and identify how they feel about the service learning education experience.

Item 4. The Quest International Skills For Action curriculum (some personal internet research may be required) may be used as the instructional model for guiding students through the service learning education experience: (1) identifying needs, (2) choosing projects, (3) planning the projects, (4) carrying out the projects, and (5) evaluating the service learning projects.

Item 5. Possible Service Learning Education projects are provided under a separate attachment. These are not meant to be limiting. Local ideas are

welcomed and encouraged. Topical relevance is an expectation. Local district and school standards are paramount.

Item 6. Students should consider the financial NEEDS of their school or community and identify ways they can meet those needs. In their investigation, students can use newspapers, in-class discussions, and interviews with adults, financial experts, and financial institutions to help them discover critical needs. In addition, students may participate in an exploratory service learning education project arranged by the instructor. This exploratory project can help students experience the value of engaging in service learning projects and spark their creative thinking about future service learning education projects. Their projects should evolve from the needs they have identified.

Item 8. Instructors should lead students in a discussion of their personal and class performance reflecting on their service learning education experience. The following types of questions (observation, analysis, and integration) will be useful as discussion and thinking points.

Observation Questions (ask students to identify what they experienced during their service learning education experience)

- a. What did you observe when you first arrived at the site or began the service activity?
- b. What were some of your first impressions?

Analysis Questions (ask students to assess what they and others gained from the activity)

- a. What was the most rewarding task you accomplished during the service experience? The most challenging?
- b. What skills did you use?
- c. What knowledge did you need? Where did you gain that knowledge?
- d. What did you learn about yourself? About others?
- e. Did the service learning education experience go as you expected? Explain.
- f. Did any of the problems you anticipated occur. If none occurred, why not? If some did occur, how did you or others resolve them?
- g. What would you do differently or change about the service learning education experience?

Integration Questions (ask students to explore applications or future use of ideas and learnings they gained from the service learning education experience)

- a. What are some things you still need to know about the site, the project, or the need?
- b. What can you do to find out more about the site, project, or need?
- c. What other skills or information would have helped you during the project?

- d. What can you and your classmates do to further your learning about the experience?
- e. What does this experience mean to you tomorrow? In the future?

Closure Questions (ask students to bring closure to the experience)

- a. What are some facts or insights you gained from the service learning education experience?
- b. How did those helped by the service project react?
- c. How well did the class work together?
- d. What did you learn about the skills and abilities of your classmates?

Learning Log Questions (ask students to record their responses in their logs and to turn hand them in for instructor evaluation)

- a. What did you personally gain from your service learning education experience?
- b. What did you contribute to the service learning education experience?
- c. What do you want to remember about the experience?
- d. What might you do differently next time?

Personal Reflection Log Questions (ask students to record their responses in their reflection log)

- a. How do you feel differently about the impact you can have on others?
- b. What are your strengths and your weaknesses as evidenced by participating in the service learning education experience?
- c. How might you capitalize on your strengths and improve upon your weaknesses?
- d. What surprised you about yourself from the service-learning education project?
- e. What is one thing you are proud of yourself?
- f. What will you take with you as you work on other service-learning education projects?
- g. How do you feel about service or volunteerism as a life-long commitment?

8. Students will complete a summary report of their project titled: Community Service Learning Education Project: Expectations versus Outcomes. The report includes three components. Instructors may modify these requirements to conform to local objectives.

First – Methods and Procedures.

- a. Write a brief step-by-step outline that someone else could follow to carry out your service learning education project responsibilities.
- b. Describe your most successful day/moment
- c. Describe your most difficult day/moment.

Second – Learning and Conclusions (based on class discussions and logs)

- a. How well did your project meet the group's goals?
- b. How has the project made a difference in other people's lives?
- c. What are some things you have learned as a result of this project?
- d. What are some ways you can use the skills, knowledge, and insights you gained from this experience in other settings, especially the workplace?

Third – Recommended Next Steps

- a. What needs related to your project remain to be addressed?
- b. What other groups or organizations do you know that are working on this need?
- c. What other projects could be done to address the same need(s)?
- d. How could other people or groups (student council or city council) help meet the same needs?

Item 9. Students should celebrate and commemorate their project in two ways:
A. A party like a crazy award ceremony, pizza party, picture sharing day, etc.

B. A briefing or presentation to classmates, community members, supporting community organizations, PTA, school administration, etc.

Item 10. Instructors perform an analysis of their student's strengths and weaknesses based on results of the skills bank assessment and student performance throughout the service learning education project. The instructor prepares a plan, for local use only, to help improve student skills and competencies through mentoring activities, lessons, and other appropriate activities.

Submit to:

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